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ABSTRACT

"Fitness over Forty" is a 17-week multimedia course designed to lead to improved physical fitness for adults in the 40 to 60 age bracket who are of average health but have not been consistent in their physical activity. Course components include seven 30-minute television programs, a guidebook, and a fitness diary (including fitness tests, computer-managed learning questionnaires, and recording charts). The study is based on telephone interviews conducted at two points in the course. Forty-five registrants constituted the sample. Data are presented on participants' motivation for enrolling and their perceptions of the television programs, the guidebook, the fitness diary; their use of the course with a partner; and course outcomes (including changes in attitudes about fitness, impact of the course on personal fitness routines, and changes in diet and activity resulting from the course). Findings are discussed in detail, and the report concludes with a series of recommendations based on the findings. (GL)

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SUMMATIVE EVALUATION OF THE *FITNESS OVER FORTY* COURSE

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Office of Project Research
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Abstract No. 15 — 1988-1989

SUMMATIVE EVALUATION OF THE *FITNESS OVER FORTY* COURSE

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(TVOntario, Evaluation and Project Research Report No. 15 — 1988-1989)

Fitness over Forty is a 17-week multimedia course designed to lead to improved physical fitness for older adults. This report presents the findings of an evaluation of the second run of the course (May to September 1987)

The course is primarily targeted at adults in the 40 to 60 age bracket who are of average health but have not been consistent in their physical activity. The secondary target market includes people who are *already* involved in regular exercise programs. The course components include: seven 30-minute television programs, a guidebook, and a fitness diary (including fitness tests, computer-managed learning questionnaires, and recording charts).

The study is based on telephone interviews conducted at two points in the course (Phases 1 and 2). Phase 1 testing was conducted during the sixth and seventh week of the course — while the programs were being broadcast. Phase 2 testing was during weeks 16 and 17 — when the programs were no longer being broadcast. Forty-five registrants who *participated in both Phase 1 and Phase 2* constituted the sample.

Significantly, close to half of the participants (44 percent) *already* had some type of fitness program under way when they started the course. All the participants were at least 40 years of age, though a large majority were *not* retired. A large majority of the sample had completed high school, and most had some further educational experience. Sixty-nine percent enrolled in order to become *more* fit.

The respondents appreciated that the course was designed specifically for older people — 73 percent of the respondents said that the topics presented were very important to them. The major reason for choosing *Fitness over Forty* over some other type of course was convenience — in scheduling, access, and flexibility.

The great majority of respondents felt that they benefited from the TV programs, and viewership was quite high: the first four programs were watched by an average of 70 percent of respondents.

The programs were considered very motivating, particularly the segments that showed real people. These were the personal profiles, the segments with the fitness instructor, and the interviews with the experts. The two dramatized segments, showing the main character, received the lowest motivation ratings. However, viewers tended to identify with the main character's problems and unhealthy lifestyle, and with his becoming motivated to get fit.

Viewers appreciated the segments that showed exercises and their appropriateness for older people. Generally the presentation of exercises was effective. However, some would have appreciated a slower presentation and many wanted *more exercises*. The findings suggest that for most viewers to be able to *do* the exercises, they had to be demonstrated *more frequently*.

Overall the guidebook was considered effective in helping participants to learn about getting fit. All but a few of the respondents used the guidebook to some extent, with a sizable minority reading all of it. Participants felt that the information in the guidebook *complemented the programs*. The guidebook's organization received some critical comment — some respondents had difficulty finding information from it.

Sixty-four percent of registrants did the first CML questionnaire and most of them read the response letter. However, only 16 percent sent in the second questionnaire. Respondents indicated not having enough time, forgetting, or procrastinating as major reasons for not sending them in. Many also thought it was too long — half of those who completed it found it somewhat too long.

Respondents *tended not to use* the recording charts — only 22 percent or fewer used them — because of a perceived lack of usefulness and lack of time, among other reasons. Use of the fitness tests and reference charts was relatively high — 51 percent of the respondents did all the tests during Phase 1; and between 40 and 49 percent used the reference charts. Although many people tried the exercises, exercising decreased somewhat during the latter part of the course: 73 percent at least tried the exercises in Phase 1 and 61 percent in Phase 2.

The course contributed to attitude change or reinforcement of existing attitudes about fitness and aging: there was an increase in the number of respondents who reported being fairly or very motivated "to be fit." It also led to changes in respondents' fitness activities and behavior. Respondents reported making changes in both diet (60 percent in Phase 2) and regular physical activity (62 percent in Phase 2). And 22 percent of respondents reported starting a fitness program as a result of the course.

To a large extent the course was not reaching fitness novices — since many participants seemed to have *entered* the course relatively highly motivated to be fit. But the course seemed to support and encourage these attitudes: 84 percent said the course was fairly or very important in influencing their attitudes to keeping fit and 24 percent modified an already existing program because of information in the course.

The report concludes with a series of recommendations, including: make *clear* to the audience *the level of expertise of the primary target;* design the course so the needs of *both novice and experienced groups* are met; present exercises more often and broadcast earlier than 10:30 p.m.; organize guidebook so that it is easy to find specific information (e.g., provide an index of all exercises presented); make clear, strong connections between components to encourage use; make CML letters short and to the point, and include *the original question* from the questionnaire with each response.

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INTRODUCTION

1. Overview of the Course

Fitness over Forty is a 17-week multimedia course developed by the Part-time Learning (PTL) department. The course was designed to lead to improved physical fitness for older adults. This report presents the findings of an evaluation of the second run of the course (May to September 1987).

The overall objectives of the course are to stimulate the learner to:

- develop an awareness of his or her fitness needs
- learn how to set and meet fitness goals
- achieve a basic level of fitness

Motivating the viewer is an important factor in reaching these objectives.

The course includes instructions on exercising and diet, scientific theory, and information aimed at motivating people to get fit.

Fitness over Forty is primarily targeted at adults in the 40 to 60 age bracket who are:

- of average health but have not been consistent in their physical activity
- concerned about becoming more active without excessive demands on time, money, or effort

The secondary target market includes people who are *already* involved in regular exercise programs, as well as fitness and health professionals. (These target audiences were based on a needs assessment conducted as part of TVOntario's Market Structure Analysis of 1985.)

Registrants were encouraged to follow the course with a partner, such as a spouse or friend. If a registrant wanted to have a "partial registrant" as a partner, he or she was sent an extra copy of all the print materials, excluding the guidebook, for a reduced fee.

The course components were designed to get the registrants *involved* in the course activities. They are meant to induce the learner to assess his or her own fitness needs and to plan and implement a fitness strategy. The course components are:

- **An introductory letter.**

- **Seven 30-minute television programs**, broadcast during the first seven weeks of the course. Each of the first six programs corresponds to a chapter in the guidebook and each includes dramatized scenes, demonstrations of exercises, interviews with experts, and profiles (biographies) of people. The seventh program reviews all the exercises presented in the previous programs.

- **A guidebook**, designed to be used with the television programs. It includes references to books and audio and video tapes.

- **A fitness diary** consisting of:

- a fitness screening questionnaire
- home fitness tests
- two computer-managed learning (CML) questionnaires
- two reference charts
- recording charts (four of the five charts are on a poster)
- a 12-week permanent record

The charts are for recording food intake and exercise levels.

- **Response letters** for each CML questionnaire. The letters contain:

  - an initial assessment of the registrant's own fitness level and the strategies that would work best
  - an evaluation of progress
  - assistance with blocks to progress

- **A resource list.**

2. Study Objectives

The objectives of this study are:

- to examine how the components of the system were used
- to assess the effectiveness of each of the course components
- to evaluate how well the course's objectives were met

The research incorporated the interests of the Part-Time Learning department staff. They were particularly concerned with the following questions:

- Did those who enrolled become more fit?
- How many registrants continued their fitness activities towards the end of the course?
- To what extent did registrants participate in activities recommended as part of the course?

3. Method

The study was designed to obtain feedback from course registrants at two different points in the course (Phases 1 and 2). Phase 1 testing was conducted during the sixth and seventh week of the course — while the programs were still being broadcast. Phase 2 testing was during weeks 16 and 17 — when the programs were no longer being broadcast. At each phase a 15- to 20-minute telephone interview was conducted with a sample of registrants.

From the 84 full-course registrants, a sample of 51 registrants was recruited by phone during Phase 1. They were informed that they would be asked to give their feedback on the course in two 15- to 20-minute interviews. Several weeks after the Phase 1 interview, participants were sent a letter thanking them for their input and reminding them of the next phase of the study. During Phase 2, these people were contacted again for the second telephone interview.

The 45 registrants who *participated in both Phase 1 and 2* constituted the sample used. This is a participation rate of 54 percent of the course registrants.

The research took place during the summer months, making it difficult to contact many registrants. Of the 33 registrants who were not included in Phase 1: 12 could not be reached; 18 did not or could not participate in the study for reasons such as travel or illness (of these, several said they did not complete the course); and three were institutional or company registrants.

Six of the participants in Phase 1 did not participate in the second phase of the study. Of these, four could not be contacted to complete the study, and two said that they had done few of the course activities since Phase 1, and so were not interested in continuing in the study.

4. Sample

The sample (N=45) included seven registrants who had partners in the course. Of these partners, two were participating informally and five were actually enrolled in the course.

Significantly, close to half the participants (44 percent) *already* had some type of fitness program under way when they started the course. In other words, many of the people who registered in the course and participated in the study were not in the primary target audience.

Among the participants in the study, there were slightly more females (n=24) than males (n=21).

All the participants were at least 40 years of age. Eighty percent were between 40 and 59 years of age, with the majority of these in their forties. Some (18 percent) were in their sixties, and one person (2 percent) was in her seventies.

A large majority of participants (84 percent) were *not* retired.

Most of the respondents (69 percent) were either professionals or managers, or had been in one of these professions before they retired. Sixteen percent were or had been homemakers. The remainder were or had been trades or technical people (13 percent), in clerical or secretarial fields (9 percent), or running their own unspecified business (2 percent).

A large majority (91 percent) of the sample had completed high school, and most had some further educational experience. Among participants:

- 23 percent attended or completed high school
- 21 percent attended or completed technical/community college
- 33 percent attended or completed a school of undergraduate education
- 20 percent attended or completed a school of postgraduate education

FINDINGS

1. Why Participants Enrolled

The most common reason for enrollment was to become *more* fit. It was mentioned by the majority (69 percent) of the participants. Several (17 percent) mentioned that they wanted to *maintain* their level of fitness. Another reason mentioned was to learn more about fitness. Several respondents had been enrolled by someone else.

Respondents had a variety of reasons for enrolling in this distance learning course *rather than attending a course*. When asked what was the most important reason for choosing the course, more than a quarter preferred it because of the convenience or the ease with which it fitted into their schedule. Several people took it because it was aimed at their (older) age group. For a few it was the best way to be able to take a fitness course during the summer or when living in a remote location.

2. Evaluation of Course Components

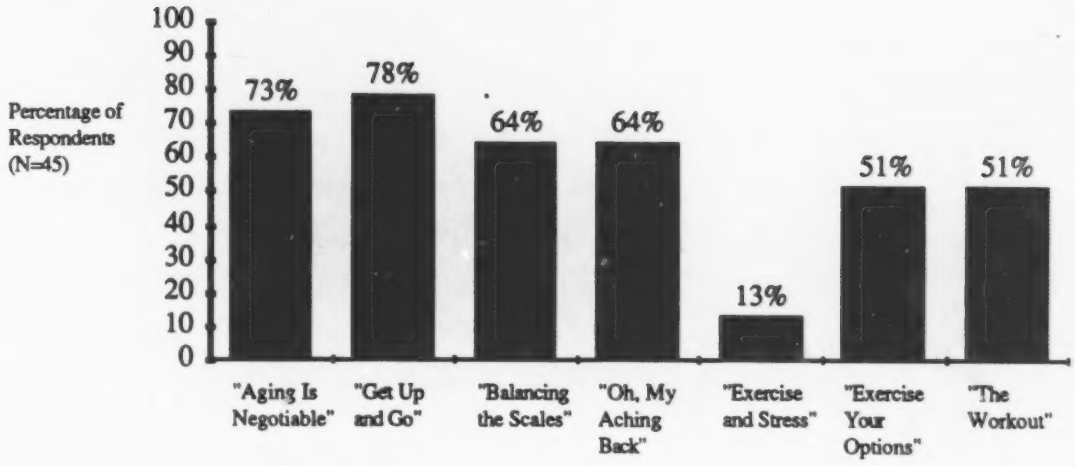
2.1 Television Programs

Use

Viewing Activity

A large majority of the sample watched (either off air or on tape) the first four programs — an average of 70 percent. The fifth program was seen by only 13 percent, as it was rescheduled with little notice because of a blackout. Each of the final two programs was watched by just over half of the participants (51 percent). See Chart 1. Seven percent of the sample did not see *any* of the first six programs.

Chart 1: Programs Viewed



Note: Viewing patterns were interrupted by technical difficulties with the fifth program, "Exercise and Stress."

A small proportion of respondents (38 percent) viewed some of the first six programs on tape. Nearly half the participants (44 percent) watched the seventh program, "The Workout," *off air*. Thirty-two percent viewed this program from *a tape*. Frequency of viewing the tape ranged from once to more than 21 times.

Almost half the respondents (45 percent) reported doing exercises at least some of the time with *programs* 1 to 6; and almost a third (31 percent) reported doing some exercises with program 7. Frequency of exercising with the tape of program 7 varied considerably: some used it three times and others more than 21 times.

Presentation of Information

Comprehension

The vast majority of *viewers* (93 percent, n=38) found programs 1 to 6 easy to understand.

When asked what was easy about the programs, viewers gave a variety of answers. Most were not specific about what was easy, but many mentioned that the vocabulary was understandable. Several mentioned the presentation format, the demonstrations, and the visual aspect — especially in relation to the exercises.

Some stated that they already knew the information or that it was *too* easy. Several mentioned that some kind of appeal factor (such as real people and the encouraging tone) made it easy. Some mentioned the conversations and dramatizations, and the pace of speech of the programs.

Pacing

Most of the viewers (69 percent) felt that the pacing of the programs was just right. The remainder were split on whether the pace was either somewhat too fast or too slow, with a tendency toward too slow.

Exercises

Overall opinions about the presentation of exercises in all the programs were favorable. *More than 80 percent of viewers* agreed that:

- there were enough different types of exercises
- the exercises were presented in a way that made it easy to follow along
- the level of difficulty of the exercises was okay for them
- the reasons for doing the exercises were well explained

Despite the favorable feedback, a little over half (52 percent) felt that the exercises were *not repeated* often enough. Furthermore, some of those who indicated that the exercises *were* presented often enough (48 percent) qualified their answers. Several commented that if you actually wanted to *do* the exercises, then you had to do them while watching the program (either during broadcast or on videotape). A few respondents felt that:

- as long as you had the guidebook "it was okay"
- to present the exercises more frequently would be repetitious

Although not specifically asked to comment on the time of broadcast, several participants mentioned that 10:30 p.m. was too late to be doing exercises. They felt that for this reason the broadcast times should be earlier.

Motivational Aspects

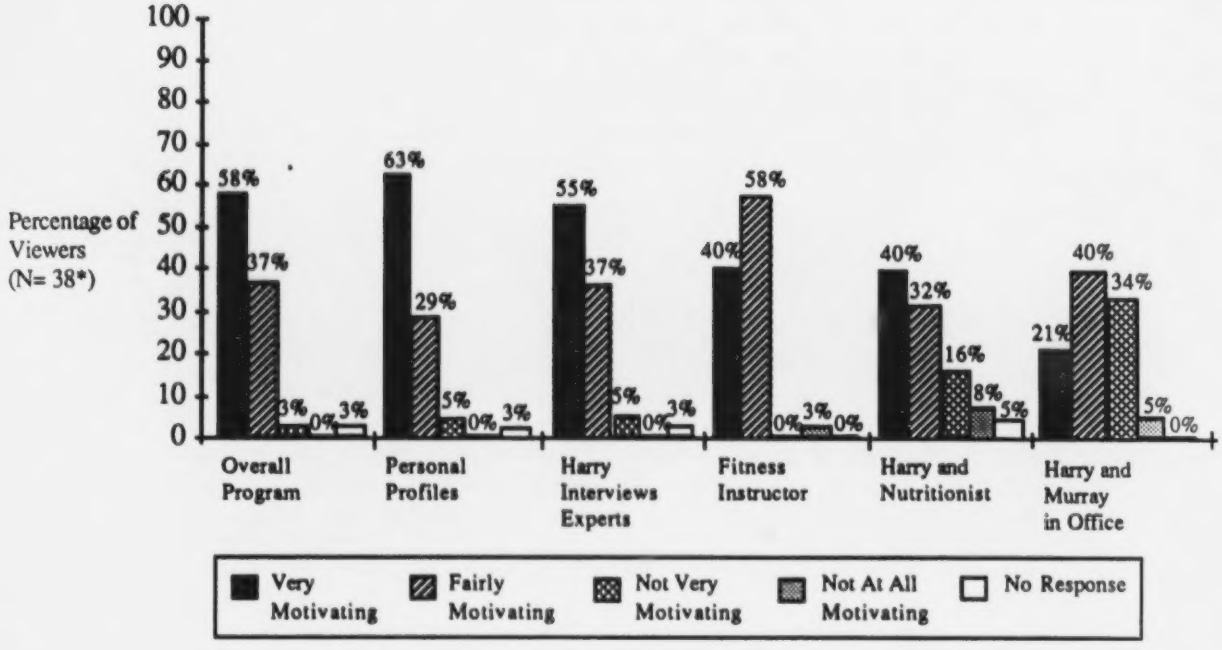
Rating of Programs and Segments

An overwhelming majority of viewers found the television programs either very or fairly motivating about being fit. (See Chart 2) Fifty-eight percent of those who viewed any of the programs thought they were very motivating and 37 percent found them fairly motivating.

The different program segments were not all motivating to the same degree. As shown in the chart below, the personal profiles of people who got fit were the most motivating. The segments of Harry (the main character) interviewing the health experts, talking, or exercising with Evelyn (the fitness instructor) were the next most highly motivating segments.

The scenes with the nutritionist (an actress) and the office scenes with Harry were less motivating. An analysis of variance showed a statistically significant difference between the personal profiles, which were the most motivating, and the segments of Harry and his co-worker, Murray, at the office, which were the least motivating.

Chart 2: Motivational Ratings of Program and Segments



Viewer Identification with Main Character

Almost all viewers (88 percent) identified with Harry (the main character) in some way: 10 percent identified with him in almost every way, 33 percent in many ways, and 45 percent in a few ways. Only 12 percent did not identify with him at all.

Many viewers identified with some aspect of the poor lifestyle and/or health Harry had, as well as the difficulties he encountered in getting fit. They also identified with his becoming motivated to get fit and his role as an ordinary person. A few mentioned that they were the same age or worked in an office (as Harry did).

Some of their comments were:

"Like Harry, I didn't think that exercising was for me. But once I started, I realized that it was."
"Like Harry, I eat a lot of junk, sit around all day, and complain about not feeling well. But I don't do anything about it."
"I like him as a character. He's personable like someone you know."
"I feel that I'm his personality type — fairly optimistic."

Several viewers did not identify with Harry's fitness level or lifestyle, which they perceived as different from their own. A few could not identify with his role, especially its "artificialness." Different age and sex were also cited by a few people as reasons for not identifying with Harry.

Some of their comments were:

> "Harry was more active than I am and seemed to have more time."
> "I am more fit and interested than he was."
> "I don't identify with him now, but I know where he's been. I identified more with the people who told their stories — they were real. For example, the real executive, the man who was heavy and overweight... they were interesting."
> "I could identify with him if he wasn't as wimpy as he was. I couldn't relate the scenarios to real-life situations."
> "[I didn't identify with him at all] because he's a man."

Benefits

A great majority of the viewers, almost 80 percent, agreed that they found something *extremely* beneficial about the programs.

Each of the following benefits was mentioned by *many* people:

- the exercises, and in particular that they were appropriate for older people
- the segments on nutrition, especially that reasons were given for why one should eat certain foods

Also mentioned were:

- the presence of a main character with whom people could identify
- the encouraging tone and the benefits of getting fit
- that it broke myths about fitness (such as "if you're slim you're fit")
- the presentation, in particular the way it was divided into small components that built on each other

Suggestions for Improvement

When asked if they would change anything about the programs, slightly over 50 percent of the viewers said they would. Their suggestions were quite varied.

Many made reference to the exercises. Their suggestions included:

- present more exercises
- show them more often

Several made other suggestions about the exercises. These included:

- give nontraditional exercises
- describe routines better
- show the exercises being performed more slowly
- give suggested times for exercises
- encourage people to do them

Several made suggestions about the main character:

- use less slapstick and less of Harry
- have less padding and no overacting by Harry

A few recommended making the programs longer.

2.2 Guidebook

Use

In Phase 1, before or during the broadcast period, the vast majority (98 percent) looked at the guidebook. Almost a quarter read all of the book (22 percent). Equal proportions — nearly a third (29 percent) — read most of it, and parts of it . A smaller proportion (18 percent) only glanced at it. One person (2 percent) did not read it at all.

In Phase 2, use of the guidebook diminished somewhat once the broadcasts ended. Seventy percent looked at it.

Use of the guidebook in relation to the programs varied: many respondents (56 percent) read or looked at the guidebook before starting the course (i.e., before viewing any programs). About half (53 percent) looked at the guidebook at some point during the broadcast period. (Some of these may also have read the guidebook before starting the course.)

Effectiveness

Most participants thought that the guidebook was *effective in helping them to learn about how to be fit:*

- 36 percent thought it was very effective
- 47 percent thought it was fairly effective
- 11 percent thought it was not very or not at all effective
- 7 percent had no response

The respondents were asked why the guidebook was effective. Many replied that it provided them with new information. And many specified that they became more aware of the importance of diet, exercise, attitude, energy, or increasing the heart rate.

Each of the following comments was made by several people. They felt that the guidebook:

- reinforced, clarified, or pulled together what they already knew
- motivated them (many of these referred to the personal profiles)
- was presented in a way that made it easy to get information

Some of their verbatim comments were:

"I liked it as a review."
"The information was laid out step by step."

"You could take what you wanted."
"It was factual and straightforward (...better than the programs.)"
"Each chapter was focused."

A few mentioned that it:

- related to their needs in some way (e.g., it was at their age level)
- interested them (e.g., the people profiled had different lifestyles)

The respondents were asked what was not effective about the guidebook. The most frequent comment was that either the whole book, or parts of it, did not provide new information. Many people indicated that they *already knew* some of the information.

Some of these comments were:

"It was not detailed enough. I would have liked more. I already knew a lot. There was not enough for a reference. I have gone back to other books, but never this one (since the broadcasts ended)."
"It did not give solutions to some of my areas of weakness. For example, in the last few years I have developed a large stomach — there was nothing there on how to lose it...."

Other comments related to presentation. Some of these comments were:

"It was too verbose — not ordered enough."
"Some parts were not clear and I had to refer to other books for explanations."
"It repeated parts of the shows."
"Some of the presentation in effect talked down — as if it was for young children. It should be a little more sophisticated — more intelligent."

The majority of respondents indicated that the viewer guidebook complements the programs. (Forty-four percent felt that it complements them *very* well, and 31 percent thought it does so *fairly* well.) These respondents felt that that the guidebook provides additional information, especially details and background information, and that its content was closely related to the programs.

Several of them mentioned that:

- it provided a preview or summary of what took place in the programs
- there was repetition, review, or reinforcement of what was in the programs

The respondents who felt that the guidebook does not complement the programs well (11 percent) gave the following reasons:

- it needs more explanation or detail for the exercises
- it is disjointed
- there is too much duplication

Benefits

Almost half the respondents said that there was something *extremely useful or beneficial* about the guidebook.

Respondents were asked to specify what they had found beneficial or useful. Most frequently mentioned were the biographies. Many respondents added that they found them motivating.

Other factors respondents found beneficial in the guidebook were:

- aspects of the exercises (e.g., they met the reader's needs; had pertinent facts and information)
- the motivational approach, stressing that age is not a deterrent
- learning about safety — in particular, awareness of limitations to exercising
- that it was aimed at their age group
- its focus on specific areas that met their needs, such as safe exercising, stress management
- that it reinforced the programs

Suggestions for Improvement

When asked what changes they would suggest for the guidebook, several suggested that either the organization be improved or information be presented in a better way. Specific suggestions related to organization were:

- provide a summary of all the exercises presented in the programs and put them in the order in which they were presented in the programs
- have dividers for each section

A few made suggestions specifically related to the exercises. These were to present:

- more exercises
- all the exercises demonstrated in the shows
- a greater variety of exercises
- exercises for specific weaknesses, such as a "potbelly"

Other suggestions were:

- make it more scientific and to the point
- provide less repetition of what is in the shows
- present more biographies with people doing other sports, such as skiing

2.3 Questionnaires and Response Letters

Questionnaires

Nearly two-thirds (58 percent) of participants in the study had mailed in Questionnaire 1: about one-third mailed it in during the first six to seven weeks; and a similar proportion did so once the broadcast had ended. Forty-four percent of participants at least glanced at the response letter to Questionnaire 1.

Substantially fewer registrants (16 percent) mailed in Questionnaire 2. Thirteen percent of participants at least glanced at the corresponding response letter.

Respondents who did not complete either Questionnaire 1 or Questionnaire 2 were asked the most important reason for not completing them. Their reasons were varied. Several of the respondents gave each of the following reasons:

- not having enough time (13 percent)
- forgetting about the questionnaire(s) (13 percent)
- procrastinating or lacking discipline (11 percent)
- having a different summer routine (11 percent)
- not feeling that the answers would be useful (9 percent)

Respondents were also asked to comment on the length of Questionnaire 1. Of those who completed it, half thought it was somewhat too long. The other half found it to be just the right length.

Response Letters

Of those who read one or more of the response letters (N=20), two-thirds said that they were very or fairly effective in helping them to improve or maintain their fitness. Approximately one-third of them claimed that the letters were not very or not at all effective.

Asked what made the response letters effective, respondents most frequently replied that the letters:

- gave people guidelines or good suggestions
- pinpointed their weaknesses or told them their health status

A few mentioned that the letters reinforced what they knew. Other reasons were that the answers:

- made sense
- were motivational
- were comprehensive
- were personalized

Reasons that the response letters were not effective included the following (each mentioned by a few respondents):

- answers were given without indicating what the question was
- the participant was already aware of the answers to the questions
- the participant did not accept all the answers (one person specified that some answers did not reflect their fitness level accurately)
- some questions were not relevant to their needs
- the answers were too long or tried to say too much

2.4 Other Course Components

Recording Charts

Use of the wall charts tended to be reduced once the broadcasts ended. Fewer than one-quarter of the respondents used any of the recording charts in either phase:

- 22 percent used wall charts in phase 1
- 18 percent used wall charts in phase 2

- 20 percent used food record charts in phase 1
- 13 percent used food record charts in phase 2

During the broadcast period a few tried the wall charts daily for one week and several used them sporadically. Only a few (6 percent) used them on average once a day from the first week until the twelfth (as they were supposed to be used).

Respondents who did not use the recording charts (n=38) gave several reasons. The most common reason, cited by 30 percent of those who did not use them, was the feeling that the charts would not be useful. The next most common reason was the lack of time, mentioned by 28 percent of those who did not use them. Other reasons given included that they were too complicated to do (15 percent), the respondent did not get organized to do them (8 percent), it was summer (3 percent), and they forgot (3 percent).

Fitness Tests

Slightly over half (51 percent) did *all* the fitness tests at some point during the broadcast period. Several tried the tests and did not complete them because they:

- could not figure out what to do (e.g., taking their pulse)
- were missing equipment (e.g., a metronome)

A few did not do the tests because they:

- already had a doctor's examination
- had done another fitness test

Slightly over half had attempted or completed the tests *before* starting any of the exercises.

Exercises

A majority of participants (73 percent) did the exercises presented in the course during Phase 1. There was a tendency for fewer to do the exercises (61 percent) once the broadcasts ended.

Frequency of doing the exercises varied. A few did the exercises at least once a day in both phases (Phase 1 — 13 percent; Phase 2 —11 percent). Many (41 percent) did them at least once a week in Phase 1. This was reduced somewhat in Phase 2 (to 32 percent). Several (16 percent) did them sporadically during both phases. Other participants did not respond to the question or did not do the exercises.

It should be noted that some of those who reported not doing the exercises presented in the program had their own fitness program.

Reference Charts

Slightly less than half used the reference charts at least occasionally: 40 percent in Phase 1 and 49 percent in Phase 2. The slight increase in the number of respondents who used the charts in Phase 2 was accompanied by a small increase in frequency of use: whereas during Phase 1, 9 percent had relied a great deal on the reference charts, this proportion increased to 24 percent during Phase 2.

Resource List

In the first phase of the study, 58 percent of respondents read the list of community resources. Once the broadcasts ended, 38 percent read it. Several (9 percent) used any of the resources suggested in the list.

Other Suggested Materials

Only a few (4 percent) used any of the other suggested materials, such as videotapes and books, in Phase 1. This increased slightly (to 9 percent) during the latter part of the course.

3. Use of Course With Partner

Seven people had partners taking the course. The most frequent activity they shared with them was to watch the first six programs. Most partners *always* watched these programs together and the remainder *sometimes* did. One pair watched the broadcast of Program 7, and similarly, one pair watched a tape of it.

Several did either all or some of the *fitness tests* with their partners. Two pairs always did the *exercises* with their partner. One pair read the *guide* together and another did the *wall charts* together.

4. Outcomes of Course

4.1 Attitudes to the Course in General

Registrants' attitudes to the course were very approving. When asked how they would rate it *as a course for people over 40 who have not kept up their fitness activities*:

- 78 percent said it was very good
- 20 percent said it was fairly good

The majority (73 percent) felt that the topics presented were very important to them. Seventy-two percent rated them as fairly important.

Participants indicated that the course influenced their attitudes to keeping fit as they get older. When asked *how important* it had been, most said that it had been very or fairly important. The course was:

- very important for 33 percent
- fairly important for 51 percent
- not very important for 9 percent
- not at all important for 2 percent

4.2 Changes in Attitudes To Fitness

The respondents were asked about the way(s) in which the course changed their attitudes about getting older and being fit. A large proportion of them (40 percent) mentioned that the course encouraged them, either by showing that *it is* possible to be fit and older, or by motivating them to continue their efforts to be fit. Several referred specifically to the impact of the personal profiles. Some of their comments were:

> "The stories on people — it showed that you can be active and get older."
> "It has encouraged me to keep at it. Fitness has been a part of my life since I was 20, but it's more difficult for me to keep at it as I get older."
> "I learned that exercise is important and that it makes you feel better. I'm not buried yet!"
> "I hadn't given a great deal of thought to fitness. Because of the profiles I am more determined to exercise. Before, any little obstacle put me off."

A substantial number reported that the course reinforced or reaffirmed what they already knew. Some of them specifically mentioned that it reinforced the importance of being fit as one gets older. Some of their comments were:

> "It probably reaffirmed that being fit can be done."
> "It has reemphasized what I learned in a retirement course. It reinforced it."

A few cited no change in their attitude — as fitness was already important to them. Some of these commented:

> "It hasn't really [changed my attitudes]. I have been into fitness for 20 years. It ties in with what I already knew."
> "I was already aware of how important it is to keep fit as you get older, so it didn't change my attitudes."

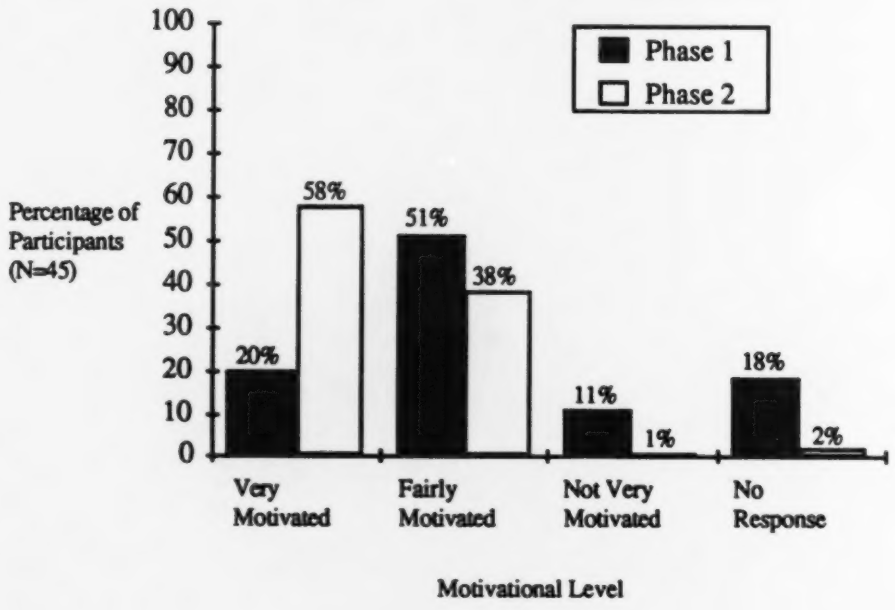
4.3 Changes in Motivation to Be Fit

As shown in Chart 3, the majority of participants reported that before starting the course they were fairly motivated to be fit (51 percent). Less than a quarter were very motivated (20 percent) and 11 percent were not very motivated. (Note: 18 percent did not respond to this question in Phase 1.)

Following the course, in Phase 2, there was a substantial increase in those who were very motivated (58 percent), and a decrease in those who were fairly motivated (38 percent). Fewer people (2 percent) were not very motivated. (Note: there was an increase in the number of people who answered this question, with only 2 percent not responding.)

The increase in motivation of the 36 people who answered both questions was statistically significant (using the Sign Test, $p = .019$).

Chart 3: Changes in Motivation to Be Fit



4.4 Impact on Personal Fitness Routines

The course seems to have had an impact on about half the respondents' fitness programs: during Phase 1, 22 percent *started* a fitness routine as a result of the course; and 24 percent *modified* a fitness routine they already had as result of the course.

On the other hand, 53 percent reported that the course had no direct effect on their fitness programs: 33 percent had no fitness program before the course and did not set one up during Phase 1; and 20 percent, who had fitness programs before the course, did not modify them as a result of the course.

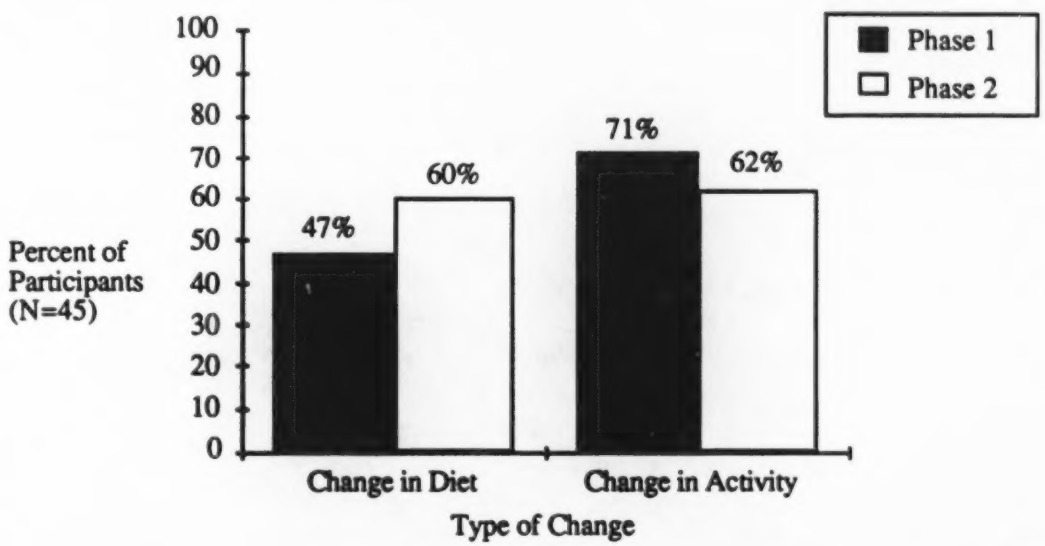
4.5 Changes in Diet and Activity

Large proportions of respondents indicated that they made some change(s) in their diet or physical activity because of the course, as Chart 4 shows.

During Phase 1, almost half (47 percent) claimed to have made some change in *diet* as a result of the course. A larger proportion, up to 60 percent, indicated changing something about their diet in Phase 2. (It should be noted that of those who said that they had not changed their diets, many claimed that it was already satisfactory before the course.)

The percentage who said they changed something about their *regular physical activity* was 71 percent in Phase 1 — dropping to 62 percent in Phase 2.

Chart 4: Changes in Diet and Activity



Most respondents were specific about how they had changed their diet. In Phase 1, the most frequently cited change was eating greater quantities of fibrous foods and fruit (13 percent mentioned this). Several reported consuming less junk food, less food in general,

or fewer calories. A few people mentioned eating less fat, oil, and meat, and fewer sweets. A few also drank more water or ate more protein.

In Phase 2, the most frequent specific changes were in eating fewer *fats, oils, and meats* — with over one-quarter reporting doing this. The next most frequent changes were in eating greater amounts of *fibrous foods, fruit and/or vegetables* (almost a quarter mentioned these). Several people cut down on *sweets* and consumed *smaller portions* or *fewer calories*. A few increased their non-meat sources of protein, drank more water, or used less salt.

During Phase 1, when asked about specific changes in regular physical activity, many respondents mentioned that they were walking more. Also, many said that they were doing more exercises and/or had changed the type that they were already doing.

In the second phase, similar specific changes were mentioned. Many mentioned that they were doing more walking. Some specified that it was a brisk walk. Many changed their type of physical activity (other than walking, cycling, or nonspecified). One individual *decreased* her activity to a more comfortable pace.

It should be noted that several participants qualified their responses by adding that they were not certain how regularly they would continue their activities. This was because they tended to increase their physical activity in the summer.

4.6 Changes in Lifestyle

Only a small proportion of people mentioned that they had made changes in lifestyle as a result of taking the course (during either phase). Of these, a few mentioned: making efforts to handle stress, such as walking away from their desks when tired; swimming more often; or "letting things go" more at work. One quit smoking and a couple tried to sleep more.

4.7 Most Important Benefits

When asked about the most important thing that they got out of this course, many mentioned:

- becoming aware of the importance of being fit
- realizing that they can be fit
- becoming more fit in general or in a specific way
- doing more fitness activities or feeling better

Several said that the course:

- reinforced what they already knew
- taught them more about getting fit

Others said:

> "It got me and my husband to talk about it."
> "[It can be summed up as] D.I.E.T."
> "I am more motivated to do the exercises because of the [video] tapes. It supported my intentions to get more active, fit, etc."

DISCUSSION OF FINDINGS

1. The Participants and Why They Enrolled

Two significant findings emerge when we look at the type of people who took the course and their reasons for registering. First, quite a few of the registrants already had a fitness program before enrolling in the course. In other words, almost half the registrants (44 percent) were in the secondary target audience.

Second, the dominant reason for taking the course matched the learning system's objective — to educate people over 40 about getting more fit. Sixty-nine percent enrolled to become more fit. A small proportion (16 percent) of participants were interested in *maintaining* their current fitness level.

The promotional effort attracted people of the right age, given the older ages of people who participated. But it also attracted people who were already doing fitness activities. It is possible that the registrants' source of information about the course may have influenced their perception of the course's aims as the television "promos" did indicate that the course was for beginners, whereas the brochures and course title did not clearly indicate this.

The course topics were properly targeted for the age of the registrants. Many people, in response to various questions, clearly indicated that they appreciated that the course was designed specifically for older people. When asked how important the topics were to them, 75 percent of the respondents said that they were very important.

Given that a sizable proportion of registrants were already "into fitness," this may have made some of the educational messages, which were aimed at a less advanced audience, redundant for this group. On the other hand, the registrants seemed satisfied, overall, with most course components.

The major reason for choosing *Fitness over Forty* over some other type of course was convenience — in scheduling, access, and flexibility.

The participants' reasons for enrollment in, and satisfaction with, the course are congruent with other research findings on factors that contribute to effective distance learning courses (Ref. 1). This course provided the key ingredients to *attract* learners and maintain their involvement: a good incentive, a unique learning experience, and convenience. (See also Ref. 2.)

The educational level of the registrants is typical of PTL registrants (Ref. 2). Most had at least a highschool education and many had completed university.

2. Use of Course Components: An Overview

The participants' emphasis on convenience is reflected in their use of course materials — respondents tended not to use components that were "inconvenient," such as those with complex instructions or steps, or requiring a lot of time (e.g., the recording charts and the questionnaires).

Table 1. Percent of Respondents Using Course Components

Components	% Phase 1	% Phase 2
Programs (average for each)*	70	44 (7 only)
Guidebook (read parts or more)	80	62
Fitness tests (did all)	51	—
Questionnaire 1	27	31
Questionnaire 2	—	16
Recording charts	22	18
Food record charts	20	13
Reference chart	40	49
Exercises (did "sometimes" or more)	73	61

*Note: This table shows viewership of the programs in Phase 1 for the first four programs only. Viewing patterns were interrupted by technical difficulties for the broadcast of the fifth program: 13 percent viewed program 5, and 51 percent viewed program 6. The only program broadcast during Phase 2 was the final one — program 7.

Effect of Summer on Participation in Course

In response to different questions, a number of participants mentioned that they were less inclined to participate in certain course activities because it was the summer and they were not following a regular routine. However, this may have been balanced by the people who mentioned that they were more physically active because it was the summer.

3. Attitudes To The Television Programs

3.1 Motivational Aspects

The programs were considered very motivating, particularly the segments that showed real people. These segments were the ones that showed:

- the personal profiles
- Evelyn, the fitness instructor
- the interviews with the experts

Of these, the *personal profiles* received the highest motivational rating. The profiles were also mentioned favorably and frequently in response to other questions. The most probable reason for the strong favorable response to the profiles is the high credibility the people presented had. They were people who had gone from being unfit (and sometimes extremely unfit) to fit. They were probably perceived as people who had mastered the topic, and were also trustworthy.

The diversity of people profiled may also have increased the motivational effects of the programs. This is because most viewers could find someone with whom they felt some commonalities.

The segments with Evelyn, the fitness instructor, may have been rated highly because she was an *actual* instructor. Also, she was an older person who provided an example of someone who was maintaining her fitness. The fact that some people commented on appreciating having an older person as an instructor suggests that her age may have helped increase her credibility.

Although the segments with the experts were rated favorably, opinions about them were somewhat more extreme and mixed. It is possible that for some viewers the experts had less credibility than the profiled people. That this was the case for a few viewers is suggested by one viewer's comment about a doctor (who spoke about the importance of exercising). This viewer vehemently noted that the doctor appeared to be overweight — and therefore was obviously not fit.

In light of the health education research literature (Ref. 3), it seems that the use of *multiple* credible sources of information was motivational.

The two segments that received the lowest ratings for motivation were both entirely dramatized. They were of Harry at the office, and the nutritionist at the fruit bar. These scenes, and in particular the former, may have been perceived as artificial and therefore less believable. This is suggested by some comments made about the "artificialness" of some of the office scenes with Harry.

The dramatized scenes with Harry were also commented on by several participants in response to more general questions. Although viewers seemed to appreciate the efforts to lighten the tone and add interest, many found that the *overacting or slapstick* humor was unnecessary. These factors may have detracted from the motivational qualities of these scenes.

On the other hand, strong viewer *identification* with Harry may have contributed to the motivational characteristics of the program. Viewers tended to identify with his *problems and unhealthy lifestyle*. They also identified with his becoming motivated to get fit and his role as an ordinary person. However, some people, who were at a more advanced fitness level, did not identify with his problems or lifestyle. Also, some found his character artificial or not realistic (and therefore difficult to identify with).

Approaches that were straightforward and encouraging, and which stressed the reasons for and benefits of certain activities that promote health, seemed to be appreciated. These approaches were probably motivating.

Possibly, an approach that attempts to instill fear of the consequences of high-risk behavior may be useful in educating people who do *not* believe they are vulnerable to a particular health problem — as in the case of skin cancer prevention (Ref. 4). However, a strong fear-inducing approach with older people to encourage many fitness-promoting behaviors may not be necessary. The reason for this is that as people become older, they are already experiencing and fearing declining health, which they associate with aging. It is not necessary to make them aware of their vulnerability to certain problems.

Indeed, with the topic of fitness in middle age, the objective is to influence people to believe that certain health problems are *not* inevitable — i.e., that they can actually reduce their vulnerability. This may explain why the testimonial and overall encouraging approach was so motivational.

3.2 Presentation of Information

The programs were easy to understand. In particular, viewers appreciated the simple vocabulary. Pacing was also considered to be just right by most respondents.

Viewers really appreciated the segments that showed exercises, and in particular the appropriateness of these exercises for older people. The findings that people were watching tapes of the programs, making attempts to do the exercises with them, and asking for repetition of the exercises indicate that there was a strong desire to do the exercises along with the programs — at least in order to learn them.

Generally the presentation of exercises was effective. However, a better and slower presentation would have been appreciated by some. Possibly those who were less familiar with the exercises had more difficulty in following them.

More information, particularly related to the exercises, would have been appreciated. Viewers clearly wanted *more exercises*. Some also specified that they wanted more non-traditional exercises, suggested times for exercises, and more encouragement to do them.

The findings strongly suggest that for most viewers to be able to *do* the exercises, they had to be demonstrated *more frequently*. Lack of understanding of how to do them may partially explain why people seemed to *try* the exercises, but did few of them, or exercised irregularly. Other factors that may have inhibited doing exercises are:

- few *specific* guidelines (in the programs or guidebook) about *when* to do them
- the weak emphasis (until the final show) on the *audience* doing them (instead, the focus tended to be on *Harry* doing them)

Viewers also appreciated the segments on nutrition, especially the explanations for eating certain foods.

How to satisfy the needs of the beginner, as well as those who have some knowledge of a topic, is a dilemma encountered in developing previous PTL courses. It is evident that in this course some participants were already aware of some of the information presented and others were not.

3.3 Format and Style

From viewers' comments, the presentation factors that seemed to be effective are: the use of understandable vocabulary; the visual aspect, in particular as it related to the exercises; and the encouraging tone.

The use of humor, although appreciated, may have been overdone. Although "heavy" humor may be effective, using it may entail some risk. Also, emphasizing the entertainment aspect may not have been necessary because viewers were probably motivated to watch the program because they already felt a need to be informed on the topic, and the informational content reinforced this need. Desire to view stemmed from a need that affected them day to day — the need to maintain their health.

4. The Guidebook and Other Components

4.1 Effectiveness and Content of Guidebook

Overall, the guidebook was considered effective in helping participants to learn about getting fit. All but a few of the respondents used the guidebook, with a sizable minority reading all of it and more than half reading most of it. Participants tended to use it less in the latter part of the course.

The amount and type of *information* seemed to be important criteria for evaluating the guidebook. Many felt that what was effective about the guidebook was its provision of new information. In contrast, what was not effective was its lack of sufficient information. Some respondents wanted more details, specific solutions to problems, and clarification of some parts of the book. In particular, they wanted more exercises and more varied ones.

The fact that many of the participants were already fairly knowledgeable, having started fitness programs before the course, may partially explain the request for more information and detail. This may also explain why, for many, the programs reinforced rather than supplemented what they already knew.

The *motivational benefits* of the guidebook also contributed to its effectiveness. The personal profiles in the guidebook seemed to be particularly motivating. Each had a visual aspect — a large photograph — which may have contributed to viewer identification with these people.

Participants felt that the information in the guidebook *complemented the programs*. This was because the content was closely related; and provided supplementary information, especially details and background information. They also appreciated that it provided a preview and review of the program.

4.2 Format and Organization of Guidebook

One aspect of the guidebook did receive some critical comment — its organization. Some respondents had difficulty getting information from it. Respondents appreciated that the book was straightforward and factual and that each chapter was focused. However, the overall findings suggest that the book's organization could be improved. The following suggestions were made: make educational messages more direct and succinct; provide a summary of the exercises shown in the programs; make it easier to find information — for example, different sections could have dividers.

Access to information seemed to be made more difficult because:

- Headings and subheadings within chapters were not used for topics of equivalent specificity or generality. For example, two of the major headings in one chapter are: "Varying Your Foods" (which is relatively specific compared with "Diet"), and "Exercise" (which is more general).

- Chapters are not organized in a consistent manner. The sequencing of similar types of information varies too much from chapter to chapter.

- *Theory* is sometimes separate from and sometimes mixed with *prescriptive* content, in what seems to be an unnecessarily disjointed way. For example, in the chapter called "Oh, My Aching Back," one condition, arthritis, is presented under the heading "Arthritis," and another condition, osteoporosis, is introduced more as theory presented under the heading "Calcium in the Body."

- Some information is located in places that are not obvious to the reader. For example, one exercise, the "partial curl-up" is explained in the instructions on how to do the fitness tests. These instructions are separate from guidebook, so it would be difficult for someone who did not do this test to find this exercise.

4.3 The Questionnaires and Response Letter 1

Research on attitude change (Ref. 5) suggests that the inclusion of components that require some personal involvement, such as filling out a questionnaire, contributes to attitude change. Given this research, providing self-assessment components was probably a strong aspect of the course design.

The registrants tended to do Questionnaire 1 — 64 percent of respondents sent it in and many of them read all of the response letter. However, use of Questionnaire 2 was much lower — only 16 percent of respondents sent it in.

Respondents gave a variety of reasons for not completing the questionnaires. Not having enough time was one. Some other reasons related more to perceived shortcomings in the users, rather than the material: forgetting about them or procrastinating.

Participants' responses about use of other components indicate that some reasons for not doing Questionnaire 1 may have included: its perceived lengthiness (half of those who completed it found it somewhat too long), and the questions themselves — which some indicated were not relevant or were too difficult.

The mixed and extreme opinions about the response letter to Questionnaire 1 may explain why fewer people did Questionnaire 2. Some felt that the letter gave them good guidelines or that it gave them an accurate assessment of their status. In contrast, others felt that the responses did not make sense, were too long, and were difficult to figure out because the original questions were not repeated in the letter.

4.4 Recording Charts

The self-assessment component was an important aspect of the course design, so the finding that people *tended not to use* the recording charts indicates a shortcoming. However, this is not to say that people failed to assess themselves in other more informal ways.

The two main reasons for not using the recording charts were perceived lack of usefulness and the lack of time.

One reason that people did not see much value in the recording charts may have been became their *benefits* were not *stressed* in any of the other components (except the response letter to Questionnaire 1). On the other hand, the chart's scientific principles were stressed. *How* these charts *fitted in* with the other components was not made clear. There were no direct references to them in the guidebook or the programs. For example, Harry became fit, yet he was never shown systematically keeping track of the amount of energy he took in or put out.

Even the response letter, which did mention the charts, did not reach all the registrants: it was not read by everyone, and was frequently read later in the course by most of those who did get it. Also, although registrants were supposed to start one of the recording charts in the second week, one of the programs relevant to its use (the program on nutrition) was not broadcast until the third week.

The finding that lack of time was one reason for not using the recording charts should not come as a surprise. Using the recording charts would be time-consuming, as many steps were involved. Also, the time required was not limited to one period, but was ongoing.

4.5 Use of Fitness Tests

Use of the fitness tests was relatively high — 51 percent of the respondents did all the tests during Phase 1. This may have been because the instructions were fairly clear (although a few people could not figure out what to do, or were missing equipment). The tests also involved a relatively short-term time commitment. And the importance of doing them was presented explicitly in the guidebook and in the first program.

4.6 Referring to Other Information Sources

Use of the *reference charts* was fairly high, especially towards the latter half of the course. Although people were not referring to them when filling in the recording charts, they may have been referring to them to monitor themselves informally.

Although people tended to read the community resource list, few actually used any of the resources. And few used any of the other suggested materials. It *may* be that it is too inconvenient to obtain these materials. However, their use and the benefits to be derived from them were not linked in an upfront way with the other course components. For example, you never see Harry going to the library to get a tape or a book that is specifically related to one of his health problems.

4.7 The Exercises

Although many people tried the exercises, exercising decreased somewhat during the latter part of the course. It is possible that people exercised more while the broadcasts were on and they could readily see them. Some people who did not do the exercises presented in the course had their own fitness programs.

5. Use of Course by Partners

From the small number of registrants with partners who participated in the study, it is difficult to draw conclusions about their use of the course. It seems that partners tended to watch the programs and do the fitness exercises together. These were activities in which there were high participation rates in general, and which clearly lend themselves to doing with someone else. Possibly, because the course was not focused on partners, but rather on individuals, partners did not figure out how to integrate their individual programs into a joint one.

6. Changes in Participants' Attitudes and Behavior

The course contributed to attitude change or reinforcement of existing attitudes about fitness and aging. It also led to changes in respondents' fitness activities and behavior. However, to some extent, it was "preaching to the converted." The motivational impact of the programs and personal profiles seems to have been important in encouraging respondents to be fit.

6.1 Attitudes To Fitness

There were small but significant changes in attitudes to fitness: there was an increase in the number of respondents who reported being fairly motivated or very motivated "to be fit" during the course. But participants seemed to have *entered* the course already relatively highly motivated to be fit. Indeed, a large proportion had started a fitness program before the course. However, the course *did* support and encourage constructive attitudes to fitness. In fact, 84 percent said the course was fairly or very important in influencing their attitudes to keeping fit. And a large proportion said it encouraged them by showing that it was *possible* to be fit as they grow older.

6.2 Fitness Behavior

Respondents reported making changes in both diet and regular physical activity in Phases 1 and 2 of the study. This suggested that the course was influential in changing people's behavior; and for the most part, sustaining this change for the duration of the course. A frequent change in activity was an increase in walking. This change is probably because people find it easier to walk. Also, walking was stressed in the first program.

There is also evidence that the course directly contributed to the respondents' fitness programs — almost half the respondents indicated that the course had an influence on their personal fitness activities. Twenty-two percent started a fitness program as a result of the course, and 24 percent modified an already existing program because of information in the course.

SUMMARY

Overall, participants felt that they had benefited from the course. They appreciated that it dealt with the fitness needs of their age group. For many, the course increased or reinforced their awareness about fitness and aging. And many made some behavior change during the course. However, as a substantial number of participants were already involved in getting fit, they would have preferred to receive information at a more advanced level.

The components used the most were the programs and the guidebook.

The participants found the programs, and in particular the "testimonial"-style personal profiles, motivational about fitness. Some participants would have liked the demonstrations of exercises to be more frequent and performed more slowly.

Although the information in the guidebook was felt to complement the programs well, suggestions were made that it be better organized.

The other components, such as the questionnaires, response letters, and recording charts were used less. The participants' comments on use and lack of use suggest that these components are most likely to be used if the benefits of use are clear and obvious; the instructions are simple and clear; they are convenient to use; and use is not overly time-consuming.

SUGGESTIONS AND RECOMMENDATIONS

Based on the findings, the following suggestions and recommendations were developed. Some suggestions may be applicable to future runs of the course, and others to future courses.

Designing for the Target Audiences

If the course is intended to meet the needs of registrants who are *novices*, as well as those who have *some expertise*, it should be designed to meet the needs of *both groups*.

In the *Fitness over Forty* course, this might have been better achieved by the addition of supplemental detail to the guidebook, as well as instructions on more advanced exercises. The more knowledgeable readers could use them more easily if special segments were clearly marked as "advanced."

Informing the Public about the Target Audience

It is important to make *clear* to the audience *the level of expertise of the primary target*, because people who have different levels of expertise may be interested in the same course.

This can be done via:

- promotional material
- the course title

Learning with a Partner

If there is an *optional way* of doing a course, such as with a partner, then some guidelines or examples specifically related to learning in that way could be presented.

For example, the course might have offered guidelines on how to use the course materials with a partner; or one of the personal profiles could have been of a couple who work at fitness together.

Emphasizing the Importance of All Key Components

The use of certain key components (e.g., recording charts) could be encouraged by reference to them in other components more likely to be used (e.g., television programs).

The television programs might stress:

- use of the other components
- the benefits to be gained by their use

Ensuring Ease of Use of Components

The design of components should have the user in mind. Components are more likely to be used if they are easy to use.

Ease of use could include the following features:

- Ensure enough copies of recording charts.
- Present the food-recording charts and wall charts in a separate booklet. The booklet would be easy to use and would make transcribing information from one chart to another relatively easy. If the booklet was small, registrants might be more inclined to carry it around with them; and since ongoing recording during the day is required, this feature might make its use more likely.

- Make activities as simple to do as possible. For example:
  - Ensure that additional things that are required for an activity are readily available.
  - Where possible, reduce the number of steps required for the activity.
  - Make instructions as simple and clear as possible.

- If people are intended to *do* the exercises *with* the programs, establish broadcast times that are better suited for exercising — i.e., earlier than 10:30 p.m..

Organization of Print Materials

Careful attention should be paid to the guidebook's organization and design so that it is easy to find specific information.

The organization of the *Fitness over Forty* guidebook could have been improved by the following changes:

- Placing dividers between main sections in the ring binder that contains print materials
- Providing a list of all the exercises presented in each program (by program)
- Providing an index of all exercises presented in the course, listed according to specific problems and benefits. For example:

ABDOMEN:	To strengthen abdominal muscles	EXERCISE:	Partial curl-up to reduce a potbelly

- Placing exercise instructions in a separate, easily identifiable section
- In each chapter, using headings and subheadings consistent in degree of specificity
- Ensuring that chapters with a health focus have similar structures — in how different types of information (such as scientific theory, prescriptive information on diet, etc.) are presented

Amount of Exposure to Exercises in Programs

People feel the need for greater exposure to the exercises presented in the programs. This could be achieved by airing the program "The Workout" more often, or encouraging viewers to tape it.

Computer-Managed Learning Component

Questionnaires and response letters should be short and to the point, as convenience and time are important factors.

Response letters should include *the original question* from the questionnaire with each response.

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4. "Developing a Televised Health Campaign 2: Skin Cancer Prevention"
by Jon Baggaley, in *Media in Education and Development*, 1986

5. "On Improving the Chances of Mass Media Health Promotion Programs Causing Meaningful Changes in Behavior"
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